

Summer Stars

by Carl Sandburg

- Bend low again, night of summer stars.
So near you are, sky of summer stars,
So near, a long-arm man can pick off stars,
Pick off what he wants in the sky bowl,
5 So near you are, summer stars,
So near, strumming, strumming,
So lazy and hum-strumming.

December Leaves

by Kaye Starbird

- The fallen leaves are cornflakes
That fill the lawn's wide dish,
And night and noon
The wind's a spoon
5 That stirs them with a swish.
- The sky's a silver sifter,
A-sifting white and slow,
That gently shakes
On crisp brown flakes
10 The sugar known as snow.

"Summer Stars," a poem from *Smoke and Steel* by Carl Sandburg. Copyright © 1920 by Harcourt, Inc and renewed 1948 by Carl Sandburg.

"December Leaves" from *Don't Ever Cross a Crocodile and Other Poems* by Kaye Starbird; J. P. Lippincott Company, © 1963, 1991 by Kaye Starbird Jennison.

1. Which **best** describes the mood in "Summer Stars"?
 - A spiteful
 - B peaceful
 - C joyful
 - D regretful
2. In "Summer Stars," what is the author trying to show?
 - A Stars in the summer seem very close to Earth.
 - B Summer stars are less vivid than winter stars.
 - C Some stars are closer to Earth than others.
 - D A night of summer stars is like a man with long arms.
3. What is the effect of the author's use of metaphor in "December Leaves"?
 - A It gives the poem a somber, formal tone.
 - B It lets the reader relate the poem's subject to a familiar activity.
 - C It creates a mood of gloom and mystery.
 - D It emphasizes the connection between December and the weather.
4. In "December Leaves," what comparison is made?
 - A fallen leaves on a lawn to a wide dish
 - B day and night to the stirring of a spoon
 - C snow falling out of the sky to crisp cornflakes
 - D snow falling on leaves to sugar falling on cornflakes
5. What do both authors **most likely** want readers to feel after reading their poems?
 - A Nature is more interesting when there is bad weather.
 - B The power of nature should be feared and respected.
 - C The seasons are alike in many ways.
 - D There is comfort, wonder, and beauty in nature.

End of Set

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Children Are Invited to Be Published and Earn Money

Children (up to the 12th Grade) are invited to contribute their creations, including short stories and other writings, poetry, artwork, drawings, movie/book reviews, cartoons, funny stories, anecdotes, funny photographs, etc., to our magazine. For each item that is published, the contributing child will receive between \$10-25 depending upon the particular category, as follows:

CHILDREN'S CATEGORIES

- **PERSONAL EXPERIENCES:** This category includes stories about interesting personal experiences which are noteworthy and that you would like to share with our readers. It could be about an experience while you were traveling and on vacation, something about a friend or relative, or maybe your pet. The child published in this category will receive \$20.00.

- **POETRY:** This category is for those children who enjoy writing poetry, including regular, haiku (Japanese poems), and rhyming poems. The child contributing a published poem will receive \$10.00.

- **ART GALLERY:** We are interested in creative artwork and drawings which highlight the artistic talents of the children. The child contributing published artwork will receive \$10.00.

- **CRITIC'S CORNER:** This category includes written discussions and critiques of children's books or current movies that have inspired the child. The child contributing a published review will receive \$10.00.

- **EXCUSES! EXCUSES!:** Children can be very creative when it comes to explaining why something wasn't done, why it couldn't get done on time, or why it wasn't their fault. This is an opportunity to receive money for their creative excuses! Explain the incident involved and the excuse(s) used. The child will receive \$10.00 for each creative excuse which is published.

- **SHORT STORIES & SCARY TALES:** We are looking for interesting stories by creative writers. Although length of the story is less important (*but not to exceed 700 words*), it should be long enough to have a creative plot with a beginning, middle and end of the story. The child will receive \$20.00 for each short story which is published, and \$25.00 for published scary short stories.

- **CARTOONS & COMEDY:** This category includes funny drawings and creative cartoons with captions, comic strips, jokes, riddles, funny incidents, anecdotes or other interesting happenings that can be shared with our readers. The child will receive \$10.00 for each item that is published in this category.

- **TEACHER'S SIDE:** A children's magazine would not be complete without the contributions of the teachers. We are asking for submissions by preschool, elementary school, middle school and high school teachers that involve funny or interesting experiences and stories about the children that you would like to share with our readers.

PLEASE DO NOT USE LINED PAPER OR FOLD DRAWINGS.

"Children Are Invited to be Published and Earn Money" in *The Children's Magazine*, Winter 1999. Copyright © 1999, published by Timed Resources Inc.

1. According to the selection, under which category would a student submit a movie review?
 - A "Personal Experiences"
 - B "Short Stories & Scary Tales"
 - C "Critic's Corner"
 - D "Cartoons & Comedy"
2. What do the categories "Poetry," "Art Gallery," and "Excuses! Excuses!" have in common?
 - A All pay the same for work they use.
 - B All are interested in creative artwork.
 - C All use work focused on personal experience.
 - D All feature stories by younger children.
3. Which title might be a good subject for the category "Excuses! Excuses!"?
 - A "Why Tigers Have Stripes"
 - B "How My Cat Got the Name Sparkles"
 - C "Why I'm Usually Late Getting Home for Dinner"
 - D "Do You Want to Bake the World's Gooiest Cake?"
4. For a short story submitted to this magazine, which is most important?
 - A the plot of the story
 - B the length of the story
 - C the setting of the story
 - D the characters in the story
5. Based on the description in the selection, how is the category "Short Stories & Scary Tales" different from all the other categories?
 - A It wants interesting stories.
 - B It wants works that are creative.
 - C It pays \$20 for a good story.
 - D It sets a word limit for stories.

6. Which would **most likely** be accepted under the category "Teacher's Side"?
- A a photograph that a teacher took of all the students in the classroom
 - B a drawing that a teacher made to use as an art lesson
 - C a funny story that a teacher wrote about a class field trip
 - D a review of a book that a teacher read

7. Which seems to be **most** valued by the children's magazine?
- A a haiku
 - B a scary story
 - C an animal story
 - D a comic strip

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This selection was originally published in 1992. Pluto is no longer classified as a planet.

Pluto

by James Trefil

Pluto is in many ways the strangest of the planets. It is small and has a large moon (called Charon). Its orbit is eccentric, which may cause it to have seasons in the sense that when it is close to the sun, the liquid methane on its surface boils to form a kind of atmospheric haze. When the planet moves farther away from the sun, it starts to snow solid methane.

Pluto is not dark. Despite its great distance from the sun, the surface of Pluto is probably as bright as a moonlit night on Earth. The reason is all that methane, which is as white as newly fallen snow.

The discovery of Pluto was more accident than design. The American astronomer Percival Lowell had predicted

the existence of a ninth planet (he called it Planet X) based on what he took to be irregularities in the orbit of Neptune. Today astronomers argue that these “irregularities” weren’t real, but the result of instrumental error. Nevertheless, Lowell produced predictions about where Planet X ought to be (although, to be honest, the predictions changed occasionally when he redid the calculations). In any case, in 1930 Clyde Tombaugh, doing a systemic sky survey that would have found the planet no matter where it was, discovered the planet we now call Pluto. By coincidence, its position was pretty close to where Lowell’s last prediction said it should be. Was it just luck? We’ll never know.

The planets’ “days” and “years” are approximate.

Planet	“Day”	“Year”
Mercury	59 Earth days	3 Earth months
Venus	243 Earth days	7 Earth months
Mars	1 Earth day	1 Earth year, 10.5 Earth months
Jupiter	10 hours	12 Earth years
Saturn	10 hours	29.5 Earth years
Uranus	1 Earth day	84 Earth years
Neptune	1 Earth day	165 Earth years
Pluto	6 Earth days	248 Earth years

Notice that since its discovery, Pluto has had time to cover only about 20 percent of its orbit, and that the last time it was in its present position was before the Revolutionary War.

“Pluto” from *1001 Things Everyone Should Know about Science* by James Trefil. Copyright © 1992 by James Trefil. Used by permission of Doubleday, a division of Random House, Inc. For online information about other Random House, Inc. books and authors, see Internet Web site at <http://www.randomhouse.com>.

1. What contributes to the brightness of Pluto?
 - A light from its moon, Charon
 - B its great distance from the sun
 - C liquid methane on its surface
 - D its closeness to the sun
2. On Pluto's surface, liquid methane boils to form an atmospheric haze. The haze would be **most similar** to which of the following?
 - A darkness
 - B light
 - C liquid
 - D steam
3. On which planet is a day **almost** as long as an Earth week?
 - A Venus
 - B Mars
 - C Jupiter
 - D Pluto
4. According to the chart, in what way are Uranus and Neptune similar?
 - A Both have a year equal to a year on Pluto.
 - B Both have a day equal to a day on Pluto.
 - C Both have a day equal to a day on Earth.
 - D Both have a year equal to a year on Earth.
5. What effect is produced by including the question "Was it just luck?" at the end of the selection?
 - A The question suggests that all discoveries are luck.
 - B The question encourages the reader to think about how planets are discovered.
 - C The question suggests that other planets were found in different ways.
 - D The question encourages the reader to think about why Pluto is a strange planet.

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Lou Gehrig was a famous baseball player who suffered from a terrible disease that was named for him after his death.

Lou Gehrig

by Lawrence S. Ritter

Lou Gehrig was the classic case of playing in Babe Ruth's shadow. As the New York Yankees' first baseman from 1925 through 1938, there was no way he could escape the big man behind him in right field. However, this never seemed to bother Gehrig. He was a shy, modest person who was content to leave the spotlight to Ruth.

Gehrig was born in New York City in 1903. After attending Columbia University, where he waited on tables to pay his way through school, he joined the Yankees in 1925 and soon became one of baseball's outstanding hitters.* He is remembered by the public mainly as the durable Iron Horse who played in 2,130 consecutive games between 1925 and 1939. His teammates and opponents, however, remember him more for his blistering line drives and his ability to drive in runs.

For thirteen consecutive seasons, he batted in over 100 runs, seven of those times over 150. In 1931, when he drove in 184 runs, he set an American League record. He batted in a lifetime total of 1,990 runs, more than anyone in baseball history except Hank Aaron (who had 2,297) and Babe Ruth (who had 2,213). Had illness not cut him down prematurely, he probably would have added another 308, enough to top them both.

One indication of his effectiveness when he came to bat with men on base is the twenty-three home runs he hit with the bases loaded, an all-time major league record.

He hit over forty home runs five times and batted over .340 eight times. A left-handed hitter, his lifetime batting average was a notable .340, tenth highest in the twentieth century.

Gehrig usually batted fourth in the Yankee batting order, right behind Babe Ruth. A reporter once mentioned to him that no matter what Gehrig did, he seemed to get almost no publicity.

Lou laughed and said, "I'm not a headline guy, and we might as well face it. When the Babe's turn at bat is over, whether he belted a homer or struck out, the fans are still talking about it when I come up. Heck, nobody would notice if I stood on my head at home plate."

On May 1, 1939, after playing in 2,130 consecutive games stretching over fourteen years, Lou Gehrig took himself out of the Yankee lineup for the good of the team. He felt weak and uncoordinated. Doctors discovered that he was suffering from an incurable rare illness, amyotrophic lateral sclerosis, now called Lou Gehrig's disease, which destroys the central nervous system. The gentle first baseman died two years later, a couple of weeks before his thirty-eighth birthday.

A widely praised 1942 movie about Lou Gehrig's life, starring Gary Cooper, was named *The Pride of the Yankees*. The dictionary defines "pride" in this sense as "someone to be proud of . . . the best in a group." The movie could not have been better named.

*Some of the records mentioned in this article (written in the early 1980's) were later broken.

"Lou Gehrig" excerpted from *The Story of Baseball* by Lawrence S. Ritter. Text copyright © 1983, 1990, 1999 by Lawrence Ritter.

1. Which qualities **best** describe Lou Gehrig?
 - A talented, successful, humble
 - B successful, careful, impatient
 - C showy, serious, wealthy
 - D funny, shy, clumsy
2. Why was Gehrig called the "Iron Horse"?
 - A He did not like publicity.
 - B He always batted after Babe Ruth.
 - C He survived an incurable disease.
 - D He played in more than 2,000 consecutive games.
3. Based on the selection, what was the **main** difference between the way the public remembered Gehrig and the way his teammates remembered him?
 - A The public remembered his blistering line drives, but his teammates remembered his ability to drive in runs.
 - B The public remembered him playing in the shadow of Babe Ruth, but his teammates remembered his breaking Hank Aaron's record.
 - C The public remembered his consecutive games record, but his teammates remembered his hitting ability.
 - D The public remembered his getting no publicity, but his teammates remembered him as becoming prematurely ill.
4. Suppose this selection were divided into sections with headings. If one of those sections contained paragraphs 3, 4, and 5, what would be the **best** heading for that section?
 - A "Setting Records"
 - B "Playing with Babe Ruth"
 - C "Hitting Home Runs"
 - D "Yankee Batting Averages"

5. The author says that Gehrig “seemed to get almost no publicity.” Why was this so?
- A Gehrig was not a pitcher.
 - B Babe Ruth got most of the attention.
 - C The Yankees would not allow it.
 - D Gehrig did not like newspaper reporters.
6. Why did Lou Gehrig leave the New York Yankees in 1939?
- A He was jealous of Babe Ruth.
 - B His team asked him to leave.
 - C He got too old to play.
 - D He had a serious illness.
7. In the last paragraph, why does the author give the dictionary definition of the word *pride*?
- A because it is a definition that is not commonly known
 - B because Gehrig’s life was an illustration of the meaning given
 - C because the author does not trust readers to look up the word
 - D because the author wants to show that Gehrig was a proud person
8. Which quote from this selection states a fact?
- A “Lou Gehrig was the classic case of playing in Babe Ruth’s shadow.”
 - B “Had illness not cut him down prematurely, he probably would have added another 308”
 - C “his lifetime batting average was a notable .340”
 - D “The movie could not have been better named.”

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Littlejim is a boy growing up in the Blue Ridge mountains of North Carolina during the early 1900s.

Littlejim

by Gloria Houston

"Pupils. Pupils," Mr. Osk tapped his stick on the top of his desk set on a platform at the front of the room near the black iron stove. It was time for the day of classes to begin.

Soon Littlejim had finished his lessons. He had finished first and used the time to draw. He was trying to draw the Tigris and the Euphrates rivers with all the cities located in the Fertile Crescent from his geography book with the blue cover.

Then he changed his mind. Paper was too precious to waste, and this day Littlejim wanted to draw something very special. He wanted to draw his papa's big Percherons. Scott and Swain were as fine a matched team of horses as the Henson Creek folk had ever seen. Littlejim dreamed of the day he would be full grown, so he could be a logger and have a team just like Scott and Swain. Together he and Bigjim would cut and haul the big logs from up on Double Head to Uncle Bob's sawmill.

Bigjim was the finest logger on the Creek, and Littlejim was very proud of his father. But he knew that Scott and Swain could share part of the credit. Their huge legs and strong broad backs could snake the biggest chestnut logs out of a laurel thicket. Their strength was great enough to pull the pole wagon loaded with lumber from Uncle Bob's sawmill up the steepest hills on the River Road to the railroad station in Spruce Pine. When they were brushed and curried of a Sunday morning, they looked fine enough to pull the box wagon where Bigjim, Mama, Littlejim, Nell and Baby May rode all the way to Papa's church at the foot of the creek.

Littlejim was might nigh as proud of the big gray horses as his papa was. This

day he wanted his drawing to be the one Mr. Osk displayed above the chalkboard as the best drawing of the week. That way every pupil in the school would know that his papa, Bigjim Houston, had the finest team ever seen in the Blue Ridge Mountains of North Carolina.

"What you drawing?" asked Ivor Vance, one of the older boys, over his shoulder. Ivor peeked around to see if Mr. Osk had heard him.

"I'm drawing Scott and Swain," whispered Littlejim to the taller boy. "I wish I had some fancy colors. I could make them ever so pretty. What are you going to draw?"

"I'm going to draw an autymobile," said Ivor. "My uncle says he's going to buy one."

"How you gonna do that?" said Littlejim. "You've never seen one!"

"Well, I heard all about it when my daddy went to Spruce Pine to catch the train," boasted Ivor.

"What was it like?" asked Littlejim.

"It was like a wagon or a carriage, so's my pa says, except no horses were pulling it," said Ivor.

"How can a wagon go without a team to pull it?" puzzled Littlejim.

"I don't know," said Ivor. "But my pa says it went down the road just as pretty as you please. And my uncle says he's going to buy one."

"Well, I want a team like Scott and Swain to pull my wagons when I grow up," said Littlejim. He lifted his paper to puff the erasings off the corner with his breath. He admired his work. Ivor scrunched up his mouth and closed one eye.

"You're mighty good with that pencil," said Ivor. "Mr. Osk is sure to put your

picture up today.” Then he crumpled his own drawing. He was better at figures, and he knew all the history dates by heart.

Littlejim squirmed. Praise from an older boy was rare, especially from Ivor, who was best at almost every activity at the

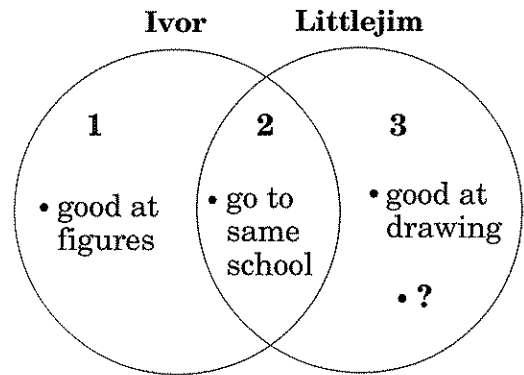
one-room school. Littlejim tried not to be too proud. “Better not do that,” said Littlejim. “Paper’s scarce as hen’s teeth, what with the war and all, so’s my papa says. Use my eraser.”

Text excerpt from *Littlejim* by Gloria Houston. Copyright © 2008 Coire Breagh, Inc./Gloria Houston. Reprinted by permission of Bright Mountain Books.

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|--|---|
| <p>1. What is the occupation of Littlejim’s father?</p> <p>A farmer</p> <p>B horse trainer</p> <p>C logger</p> <p>D teacher</p>
<p>2. Why did Littlejim decide to draw horses instead of rivers?</p> <p>A The horses were very special to him.</p> <p>B His drawing of the rivers was a poor one.</p> <p>C Mr. Osk promised to display his drawings.</p> <p>D He hoped to get praise from the older boys.</p> | <p>3. In the fourth paragraph, the author says, “. . . Scott and Swain could share part of the credit.” As it is used in this sentence, what does <i>credit</i> mean?</p> <p>A borrowed money</p> <p>B business record</p> <p>C power</p> <p>D praise</p>
<p>4. What does the reader learn from this selection about the area around Henson Creek?</p> <p>A that it is wooded and has steep hills</p> <p>B that it sometimes gets flooded</p> <p>C that the weather is cold and rainy</p> <p>D that there are several towns close together</p> |
|--|---|

5. What did Littlejim hope would happen after he finished his drawing?
 - A He would still have time to draw the Fertile Crescent.
 - B His father would hang it on a wall in Uncle Bob's sawmill.
 - C Ivor would show it to the other boys, and they would be jealous.
 - D Mr. Osk would think it was the best drawing that week.
6. According to the selection, which comparison about Littlejim and Ivor is accurate?
 - A Ivor is a better artist.
 - B Ivor is a better history student.
 - C Littlejim is a better math student.
 - D Littlejim is a better reader.
7. What is the effect of the simile in the last paragraph of this selection?
 - A It emphasizes that the characters had plenty of paper.
 - B It emphasizes that the school used a lot of paper.
 - C It emphasizes that Uncle Bob's sawmill provided the paper.
 - D It emphasizes that the characters had very little paper.

8. The Venn diagram below organizes some of the information in the story.



Which piece of information belongs in section **3**?

- A home in Blue Ridge Mountains
B interested in automobiles
C uncomfortable when praised
D memorizes dates well

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How the Butterflies Came to Be

by Joseph Bruchac

Long ago, not long after Earth-Maker shaped the world out of dirt and sweat he scraped from his skin, Itoi, our Elder Brother, was walking about. It was just after the time of year when the rains come. There were flowers blooming all around him as he walked. The leaves of the trees were green and bright. He came to a village and there he saw the children playing. It made his heart glad to see the children happy and playing. Then he became sad. He thought of how those children would grow old and weaken and die. That was the way it was made to be. The red and yellow and white and blue of the flowers would fade. The leaves would fall from the trees. The days would grow short and the nights would be cold.

A wind brushed past Elder Brother, making some fallen yellow leaves dance in the sunlight. Then an idea came to him.

"I will make something," Elder Brother said. "It will make the hearts of the children dance and it will make my own heart glad again."

Then Itoi took a bag and placed in it the bright-colored flowers and the fallen leaves. He placed many things in that bag. He placed yellow pollen and white cornmeal and green pine needles in that bag and caught some of the shining gold of the sunlight and placed it in there, as well. There were birds singing around him and he took some of their songs and put them into that bag, too.

"Come here," Elder Brother called to the children, "come here. I have something here for you."

The children came to him and he handed them his bag.

"Open this," he said.

The children opened Elder Brother's bag and out of it flew the first butterflies. Their wings were bright as sunlight and held all of the colors of the flowers and the leaves, the cornmeal, the pollen and the green pine needles. They were red and gold and black and yellow, blue and green and white. They looked like flowers, dancing in the wind. They flew about the heads of the children and the children laughed. As those first butterflies flew, they sang and the children listened.

But as the children listened to the singing butterflies, the songbirds came to Elder Brother.

"Itoi," the songbirds said, "those songs were given to us. It is fine that you have given these new creatures all the brightest colors, but it is not right that they should also have our songs."

"Ah," Elder Brother said, "you speak truly. The songs belong to you and not to the butterflies."

So it is to this day. Though they dance as they fly, the butterflies are silent. But still, when the children see them, brightly dancing in the wind, their hearts are glad. That is how Elder Brother meant it to be.



1. What is the **main** purpose of this selection?
 - A to tell how the world was created
 - B to reveal the powers of Elder Brother
 - C to describe what butterflies are like
 - D to explain why butterflies were created
2. What does the first paragraph include?
 - A information about how butterflies were created
 - B information about why the children liked butterflies
 - C information about how Elder Brother changed the children
 - D information about why Elder Brother decided to create butterflies
3. What made Elder Brother saddest?
 - A leaves falling from the trees
 - B the color of flowers fading
 - C the idea of children getting old
 - D the village without butterflies
4. Based on the selection, why did Elder Brother make butterflies?
 - A as companions for birds
 - B to please children
 - C to make nature beautiful
 - D to decorate the sky
5. What is true about the materials Elder Brother used to create butterflies?
 - A They are from the natural world.
 - B They are all bright flowers.
 - C They are all fallen leaves.
 - D They are from the songbirds' feathers.
6. How did the songbirds behave toward Elder Brother when they tried to get their songs back?
 - A They got angry.
 - B They began to cry.
 - C They were humorous.
 - D They were reasonable.

7. What happened when Elder Brother took song away from the butterflies?
- A The children stopped liking the butterflies.
 - B The butterflies became sad.
 - C The butterflies continued to dance.
 - D The children liked the butterflies even more.
8. Which statement about Elder Brother is **most clearly** supported by the selection?
- A He was the son of Earth-Maker.
 - B He was concerned about children.
 - C He created the world from his own skin.
 - D He liked butterflies better than birds.

9. Based on the information in the selection, which of the following relationships is **most similar** to the relationship below?

butterflies : dance

- A gold : sunlight
- B flowers : leaves
- C birds : sing
- D children : happy

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